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ABSTRACT

The program approval process of the Illinois Community College Board (ICCB) and the local process of course and program approval used by Illinois community colleges are detailed in this report. Following an introduction and study overview, course and program approval processes at John A. Logan College and Shawnee College are described and contrasted in terms of origination, organization and review of ideas, research efforts required, curriculum proposal development, proposal review and evaluation, submission to ICCB, and implementation at the college. Next, the course and program approval process followed by the ICCB is outlined. This entails submission of a proposal by a local community college; review by ICCB and the Illinois Board of Higher Education (IBHE) with response to the local college; ICCB action on revisions to existing programs or courses or on new course proposals; IBHE action on new programs and majors following ICCB approval; ICCB notification to local community colleges of action taken; appeal procedures if requested by the local college; and implementation of the new program. The report concludes by noting the role of the local community college administrators in the development of curriculum, and the coordinating role of the ICCB and its concern for quality as evidenced by an emphasis on program evaluation. Correspondence and ICCB forms related to curriculum approval are appended. (KL)

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THE STATE AND LOCAL CURRICULUM APPROVAL PROCESS IN ILLINOIS COMMUNITY AND JUNIOR COLLEGES

by

Frank E. Parcells

B.S., Southern Illinois University, 1978

M.S., Southern Illinois University, 1979

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A Research Report Submitted in Partial Fulfillment of the Requirements for SPCH 501: Introduction to Speech Communication Research and HIED 501: Curriculum Design and Policy

Department of Speech Communication
in the Graduate School
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Introduction

Democracy and Education

Some form of learning likely occurred when the earliest humans existed on earth and later developed as a means of transmitting culture from generation to generation.[1] The earliest foundations of the American educational system stem from fourth century B.C. Greece and became increasingly interrelated with the concept of democracy throughout historical maturity.[2] Applied in the context of the United States, democracy implies liberty, equality and fraternity when the definition is derived from a basis of the French Revolution.[3] These ingredients suggest the importance of a well-educated citizenry and of extending educational opportunity to all individuals.[4] Public input through participation, support and direction at all levels of the educational process is guaranteed by law and encouraged by the principles of democracy.[5]

Specific issues of curriculum exist through the centuries, i.e., issues raised by individuals with a concern for education from Plato, Comenius and Froebel to Dewey and Rogers. In this context, curriculum emerges as a legitimate field of study in education.[6] Curriculum development historically involves a variety of roles scrutinizing proposals through a multi-perspectival process including a system of "checks and balances."[7] In American education curriculum development

clearly contains a cooperative decision-making effort based on democratic traditions.

Role of the Modern Community College

The community college, since its conceptual inception in the late nineteenth century as the "junior" college, serves a special role in higher education. From its initial extension of the secondary school, that role greatly expanded to include a wide array of postsecondary educational services extending far into the community.[8] The open-door admission policy, primary faculty emphasis on teaching, orientation toward comprehensive counseling of students, and extreme diversity of curricula characterize today's community college. This curricular diversity includes the traditional transfer program, as well as extensive occupational, developmental, adult-continuing education, and public-community service. The concerns of the constitutents of the community college are of fundamental and primary regard for its operation.[9]

Curricular Governance: State and Local Functions

The process of curriculum approval in the community college is a relevant issue for attention in higher education governance and involves both state and local functions.[10] Different states achieve these functions in different ways. The curricular approval process, however, almost always includes some type of state agency and a local board. In general, all combinations of curriculum governance may be

characterized by one of two basic systems: (1) state coordination and local control, or (2) state control and local coordination.[11]

Green describes the state role of governance in curricular matters as shifting during the past 15 years from that of a passive supplier to an assertive scrutinizer in 1981. The increasing public demand for fiscal accountability and pragmatic vocational preparation in higher education led to a new concern for and emphasis on program quality in the review and approval process by the responsible state agency.[12]

Starnes and Wellman summarize the variable curricular governance roles of state boards as a coordinating or a regulatory function and other dimensions of responsibility for the state agency, e.g., vocational, all public education, or university system supervised. In Minnesota and Virginia the state board is regulatory, while in Maryland, California and Illinois the state agency serves a coordinating function.[13]

Parrish conducted a 1978 nation-wide survey of state community college coordinators to identify each state's role in the process of course and program approval. Forty-two of 50 coordinators responded with 36 state agencies serving in approval and review capacity, 5 states which review only, and 8 states having no review or approval authority.[14]

The Problematic

Illinois is among a limited number of states placing primary responsibility for control of curricular governance with the local community or junior college board and a unique

coordinating function with a state agency, the Illinois Community College Board (ICCB). The overseeing agency for all higher education, the Illinois Board of Higher Education (IBHE) controls the ICCB.[15] Thus, my study summarizes the state process and identifies the local process of course and program approval from initiation to implementation in Illinois community and junior colleges. The explication includes a description of the system currently used by the Illinois Community College Board, and John A. Logan and Shawnee community colleges, for curricular approval.

Procedure

An extensive review of literature reveals adequate resources with which to summarize the ICCB course and program approval process and no materials dealing with the local process of curricular approval in Illinois public, two-year institutions or those of other states.[16]

I proceeded sequentially in the review, beginning with a written request to the ICCB for information. The request was answered with two policy and procedure manuals pertinent to the state approval process (See Letter to the ICCB and the Reply, Appendix A, pp. 47-48).[17] Second, a computer search of the Educational Resources Information Center system (ERIC) revealed only a limited number of sources which were referred to either Resources in Education or the Current Index to Journals in Education for more information. Most of these were articles or manuscripts only tangentially related to my study.[18] Third, an examination of the Education Index

and the Bibliography of Research Studies Filed at the ICCB divulged no pertinent materials.[19] Finally, an inspection of the Central Card and Special Collections' catalogs at Morris Library at Southern Illinois University disclosed no dissertations, theses, or research reports dealing with the curricular approval process in Illinois. Books and other documents concerned with the curriculum development, community and junior college governance, democracy and education were also identified during this procedure.[20]

A detailed investigation of library resources, in addition to materials requested from the Illinois Community College Board, produced significant literature for the study at the state level.[21] A telephone interview with the Director of the Program Division of the ICCB yielded more data about the state's curricular function.[22] The two Illinois community colleges geographically located closest to Carbondale were selected to represent the local process of course and program approval. Appointments were made and interviews conducted with the coordinators of curriculum at John A. Logan and Shawnee community colleges (See Interview Questions, Appendix B, p. 49.).[23]

Method

A phenomenological approach utilizing a systemic process of investigation to look at the overall system of curricular approval in the context of state coordination and local control was the basis of this research project. Analysis

involves a methodology of question and answer and a method of problematic and thematic. A series of sequential stages describing the processes of course and program approval emerged from the three interviews and the research literature. These elements are described, defined, thematicized and interpreted as characterizing the two systems of curricular approval in Illinois community and junior colleges.[24]

Purpose of the Study

The identification of a system of local curriculum approval serves as an important tool of understanding for all persons developing programs or courses and as a fundamental model for revision or development of such a process in Illinois, public, two-year institutions. The summary of the Illinois Community College Board process of course and program approval provides a succinct description of the present method for use by curriculum coordinators in Illinois community and junior colleges.

Course and Program Approval at John A. Logan College

The process of curricular approval at John A. Logan College is identified through description, definition and thematization.[25]

Describing the Curriculum Approval Process

Ideas for new courses or programs may be generated by

any individual connected with or concerned about John A. Logan College and its service community's needs.[26] The Dean of Institutional and Community Services summarizes existing information about the proposed course and/or program. The summary is discussed with the President, appropriate deans, division chairman, and any faculty members who have expertise or responsibilities relating to the curricula under consideration.[27] If a reasonable amount of interest is generated during these discussions, the Dean organizes the main ideas of the proposal. He then appoints a vocational advisory committee, hires an educational consultant or assumes the burden of curriculum development himself.[28]

Research efforts are initiated to determine need for and interest in the course or program. Baccalaureate-oriented programs require a minimal effort which entails assessing student interest, determining specific resource necessities, and reviewing existing programs at other community colleges. Occupational-oriented programs require a more detailed procedure. First, background information applicable to the proposed program is collected.[29] Second, the employment outlook is summarized on a national, state, regional and local basis.[30] Third, student interest is explored through local surveys and by examination of similar programs at other two-year institutions. Last, course and program needs are established in terms of resources.[31] Research requirements for new courses necessitate much less detail and, if they will be part of an existing program, may require no special investigative effort at all.

The proposed course or program is organized in sufficient detail to be scrutinized by administrators and faculty in the review process. A program proposal narrative is developed which includes background information, the employment outlook, student interest, required resources, a cost breakdown, and the curriculum design and course listings. The description is finalized and organized with all pertinent materials, including a syllabus.[32] If a new course proposal relates to any current program, it is assigned to an existing department permitting its evaluation in the context of that department's other offerings. These documents are submitted to the Curriculum and Instruction Committee for analysis.

The Curriculum and Instruction Committee consists of faculty and administrative representatives who will approve, disapprove, change or recommend revision of the proposal. If the course or program is accepted, it is sent to the College Council for review. The Council includes all full and some part time faculty and administrators at John A. Logan College. This group discusses the proposal and votes to endorse, reject, change or suggest modification. If authorization is granted, the Dean presents the course or program to the President and then to the Board of Trustees for final consideration. Both the President and the Board of Trustees evaluate the proposal. Should alteration be recommended at any point in this procedure, the course or program may be revised and resubmitted for approval. With Presidential and Board of Trustees' affirmation, the Dean prepares the

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curricula for submission to the Illinois Community College Board on the appropriate form (See Appendices D through I, pp. 51-68, for samples of ICCB forms.) with all required materials.[33]

After notification from the ICCB of course and program confirmation, the Dean supervises the implementation process at John A. Logan College. The course description is listed in the next printing of the college catalog and the technical information is fed into the school's computer system. The course or program is only offered on or after the date officially approved by the ICCB for implementation and not until all necessary resources are procured and operable

Defining the Curriculum Approval Process

Ideas for new courses or programs originate from any source, are organized by the Dean of Institutional and Community Services and are examined by appropriate administrators and faculty for feasibility. When sufficient interest is generated, the Dean initiates an inquiry to determine need for and interest in the program. This research effort culminates in a program proposal narrative which includes: (1) background information; (2) employment outlook; (3) student and employer interest; (4) resource requirements; (5) a cost breakdown; and, (6) the curriculum design.

The Curriculum and Instruction Committee, College Council, President and Board of Trustees all review the curriculum proposal and approve, disapprove, change or

recommend its revision. The Dean prepares the curricula for submission to the Illinois Community College Board on the appropriate forms with all required materials. When notification of course and program approval is received from the ICCB, the Dean supervises the implementation process at John A. Logan College.

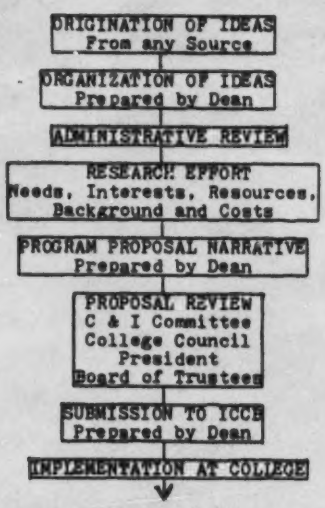

Figure 1. Curriculum Approval Process at John A. Logan College

Source: Jack Hill, Personal Interview, John A. Logan College, 9 October 1981.

Course and Program Approval at Shawnee College

The process of curriculum approval at Shawnee College is established through description, definition and thematization.[34]

Describing the Curriculum Approval Process

A request for a course or program originates when a

need is realized by student demand, by a request for training for new jobs by business or industry, or through changing requirements of transfer students at area universities. Any citizen may make such a request to the appropriate dean or directly to an instructor.[35] Either individual may initiate the curriculum proposal process. When an instructor initiates the process, the request for a course or program must be accompanied by a documented need and directed to the appropriate division chairman.[36] Should the dean develop the proposal, the research efforts remain at the administrative level requiring only instructor and division chairman input. They assume no formal responsibility for the project.

Early research efforts include a sampling survey of business, industry or students to determine the need for and interest in the curriculum proposal. The instructor and division chairman meet together and begin to identify what should be included in the course or program as appropriate to the recognized needs.[37] If the proposal is deemed feasible, curriculum research is extended to: (1) examine the employment outlook on the national, state and regional basis; (2) scrutinize the resource requirements; (3) establish cost estimates; and, (4) provide relevant background information.[38] Baccalaureate-oriented courses and programs require a minimal effort and, through a system recently approved by the ICCB, new courses are approved and implemented without much difficulty.[39] However, occupational-oriented programs entail more documentation, as they are examined in greater detail

during the approval process. The division chairman may appoint a vocational advisory council to assist in the development of the curriculum proposal.[40] A detailed, written course or program proposal is developed by the instructor or by the vocational advisory council and the instructor.[41] The proposal is reviewed by the division chairman and changed, returned for revision, denied or recommended for consideration by the appropriate dean.

The appropriate dean reviews the proposal and discusses the materials with the instructor and the division chairman. This dean alters, recommends revision, rejects or endorses the curriculum proposal. The proposal is then sent to the Academic Dean. College policy dictates that the dean add only courses or programs to the curriculum that can be justified by significant interest and sufficient enrollment estimates. The Academic Dean evaluates the documents, considers the recommendations and accepts or denies the course or program request. He prepares the curricula for submission to the Illinois Community College Board on the appropriate form with all required materials (See Appendices D through I, pp. 51-68, for samples of ICCB forms). Presidential and Board of Trustees' approval is a mere formality to procedurally document the Academic Dean's decision. As a curricular matter, final decisions on course and program approval are routinely left to the discretion of the Academic Dean.

Upon receipt of course or program approval from the

ICCB, the Academic Dean supervises the implementation process at Shawnee College. The course or program are cross-checked with the master list of all courses at the college and the course or program description is prepared for entry into the next printing of the college catalog. The Business Manager is responsible for listing the items in the college computer system for state reimbursement purposes. The course or program is only offered on or after the date officially confirmed by the ICCB for its implementation and not until all necessary resources are procured and operable.

Defining the Curriculum Approval Process

A request for a course or program is initiated by any citizen through a dean or instructor. All curriculum proposals must be accompanied by a documented need and are directed to the appropriate division chairman. After discussion with the instructor, research efforts culminating in a written course or program proposal include: (1) the national, state, regional and local employment outlook; (2) establishing cost estimates; (3) demonstrating student and employer interest; and, (5) providing background information.

The division chairman and the appropriate dean review the documents and alter, recommend revision, refuse or endorse the course or program. The Academic Dean evaluates the proposal, considering the recommendations, and accepts or denies the request. If affirmed, he prepares the curricula for submission to the Illinois Community College Board on

the appropriate form with all required materials. Presidential and Board of Trustees' authorization is a mere formality, following the Academic Dean's approval of the curriculum proposal. Upon receipt of official ICCB confirmation, the Academic Dean is responsible for the implementation of the course or program at Shawnee College.

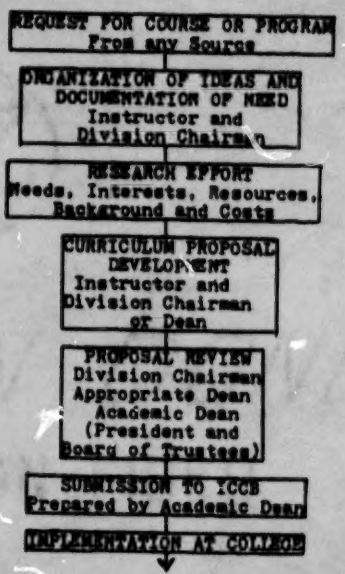

Figure 2. Curriculum Approval Process at Shawnee College

Source: William Whitnel, Personal Interview, Shawnee College, 13 October 1981.

Local Course and Program Approval in Illinois Community Colleges

The compilation of the process of curriculum approval identified at John A. Logan and Shawnee colleges produced a model of the local process of program and course approval. This local process is defined, thematicized and interpreted as representative of the procedure by which curricula are

approved in Illinois community and junior colleges.

Defining the Curriculum Approval Process

Requests or ideas for a course or program originate from any source, are organized by an instructor or dean and presented to specific administrators and appropriate faculty for discussion.[42] Further consideration is the result of a positive initial review and research which documents a need and establishes student interest. Additional research efforts culminate in a written curriculum proposal which includes: (1) background information; (2) employment outlook; (3) student and employer interest; (4) resource requirements; (5) estimated cost breakdowns; and, (6) the curriculum design.

An administrative and/or faculty review procedure of all documents proceeds and requires stage-by-stage evaluation of the course or program. Each group or individual alters the proposal, recommends its revision, refuses or endorses the materials. The chief curricular dean accepts, rejects, or modifies the program or course, which is then approved or disapproved by the President and Board of Trustees.[43] The designated dean prepares the curricula for submission to the ICCB on the appropriate form with all required materials (See Appendices D through I, pp. 51-68, for samples of ICCB forms).[44] Upon receipt of official ICCB confirmation, the chief curricular dean supervises the implementation of the course or program at the college (See Figure 3., p. 16, for a model of this process.).

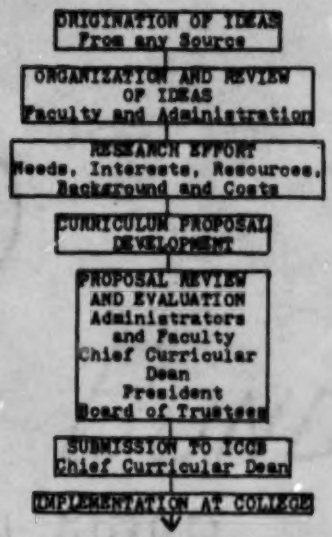

Figure 3. Local Curriculum Approval Process in Illinois Community Colleges

Source: Personal Interviews with Jack Hill, John A. Logan College, 9 October 1981; and, William Whitnel, Shawnee College, 13 October 1981.

Interpreting the Curriculum Approval Process

The request for a course or program originates from any source at both two-year institutions. The curricular idea is then placed with a college official to develop and organize. However, Shawnee College places a greater burden on the developer to document a need. Logan relies on the research process to define the need.[45] Both institutions require comprehensive curriculum research and development. The procedures are almost identical with the most significant difference being which individual is responsible for developing the curriculum proposal. At John A. Logan College the Dean of Institutional and Community Services prepares

the document, while at Shawnee College the responsibility is assigned to either an instructor or the appropriate dean.

The curriculum approval process at Logan is generally more oriented toward input from all administrators and faculty than the course and program approval system at Shawnee. John A. Logan College utilizes committees comprised of representatives of the faculty and the entire college faculty to review the proposal. Shawnee College involves only those faculty with relevant expertise in the process. Only those administrators whose responsibility is related directly to the curriculum proposal are utilized at Shawnee, whereas Logan employs a variety of administrators who meet with faculty throughout the stages of the evaluative process.

Each group or individual reviewing and evaluating the proposal alters the course or program, recommends its revision, refuses or endorses the materials. At Shawnee College the President and Board of Trustees approve the proposal as a procedural formality, based on the recommendation of the Academic Dean. The President and Board of Trustees at John A. Logan College are a regular stage of evaluation in the review process. They accept or reject course and program proposals on their merits, with consideration given to the Dean's recommendation.

The chief curricular dean at both institutions prepares the materials on the appropriate form for submission to the Illinois Community College Board and supervises the

implementation of the curricula at the college, following receipt of ICCB approval.[46]

State Course and Program Approval for Illinois Community Colleges

The Illinois Community College Board is responsible for the coordination and approval for changes or initiations of curriculum in the 52 public, community and junior colleges in the state.[47] This section summarizes the ICCB course and program approval process through description, definition, thematization and interpretation.

Describing the Curriculum Approval Process

The ICCB designates all actions dealing with courses and programs as units of instruction and defines these units as: (1) field of instruction; (2) curriculum; (3) major, minor or options; and, (4) course. The field of instruction is a traditional academic discipline. A formal arrangement of instruction within a discipline is called a curriculum. A major, minor or option refers to a sequence of courses in a specific curriculum or field of instruction. A single educational unit in an instructional program which deals with a specific subject matter and uses a variety of teaching methods in a series of meetings is a course. The type of unit of instruction dictates the specific procedure employed in initiating the process of ICCB approval.[48]

Each community college prepares and submits a Resource Allocation and Management Plan (RAMP) to the Illinois

Community College Board on an annual basis. This document (Form 19) includes any preliminary proposals for new curricula and majors (See Appendix F, pp. 54-55, for a sample of Form 19.).[49] If encouraged to develop the preliminary proposal further by the ICCB, the college completes (Form 20) a detailed new unit of instruction application (See Appendix G, pp.56-65, for a sample of Form 20.).[50] Following a comprehensive review and evaluation of the application by the ICCB and the Illinois Board of Higher Education staffs, any concerns about the proposal are shared with the community college. The Illinois Community College Board recommends approval of the new unit of instruction to the IBHE only after all reservations have been eleviated. It is the responsibility of the college to answer all inquiries to the satisfaction of the ICCB. Action by the Illinois Board of Higher Education on the new curricula or major follows shortly, with the ICCB notifying the community college of the action and approved date for unit of instruction implementation.[51]

Applications for a new curriculum (Form 20A) require both ICCB and IBHE action and follow the same procedures as outlined above in the approval process (See Appendix H, pp.66-67 , for a sample of Form 20A).[52] Applications for changes in an existing curriculum (Form 20A) or for changes in existing majors and for new options in an existing curriculum (Form 21) may be made at any time by the college. These requests require only ICCB staff action (See Appendix I, p. 68, for a sample of Form 21.).[53]

TABLE I

PROCEDURES FOR APPROVAL OF UNITS OF INSTRUCTION

Units of Instruction	Form Required	Action Required
Preliminary Proposal for Field of Instruction*	19	ICCB and IBHE
Proposal for Field of Instruction	20	ICCB and IBHE
Curriculum**	20A	ICCB and IBHE
Majors, Minors or Options***	21	ICCB Staff
Courses	15	ICCB Staff

Source: Illinois Community College Board, Program Approval Procedure Manual (Springfield: Illinois Community College Board, 1981), pp. 3-5.

*The Preliminary Proposal for a Field of Instruction is filed with the RAMP document on an annual basis by the college.

**The Curriculum application, Form 20A, is used for proposing a new curriculum when it has not been proposed as part of the annual RAMP document or for changing an existing curriculum.

***The application for Majors, Minors or Options, Form 21, is used only for changes in an existing curriculum or for changes in existing majors, minors or options.

The Illinois Community College Board places all units of instruction into a type of program based upon employer demand, student interest and available resources. These program types identify the number of a specific kind of curricula that will be available in different geographic areas and community colleges in Illinois. The types of programs include: (1) district programs available to any community college upon approval; (2) area programs encompassing a larger geographic territory than those of

a district; (3) regional programs serve a large section of the state with only one such program approved per region; (4) statewide programs so specialized or unique that only one or two are approved in the state; and (5) interstate programs approved by the ICCB and a specific community college and offered in another state's institution when there is no such program available in Illinois and need and interest demand.[54]

For funding and organizational purposes, the ICCB categorizes courses for approval in one of six major groupings. First, baccalaureate, which include the liberal arts and sciences, pre-professional and general education courses traditionally found in the four-year institutions. Second, occupational, technical, vocational and career courses intended to provide students with preparation for careers are called career-occupational. Third, vocational skills courses to upgrade vocational skills or retrain individuals in an occupation. Fourth, prepatory and adult basic education in mathematics, reading, speech and English are classified as remedial-developmental. Fifth, courses which are approved under specific certificate programs are categorized as general studies. Sixth, community education courses include all non-credit activities which are instructional in nature, not part of a degree or certificate program and serve the community.[55]

All courses must meet specific Illinois Community College Board credit requirements which dictate the minimum contact hours between student and instructor or between the student and learning experience for the community college

to receive state funding. There are three basic categories, each of which has different requirements. The lecture-seminar-discussion course dictates one semester hour of credit for each 15 classroom contact hours of instruction. This assumes 2 hours of outside study for each contact hour. Courses where students participate in laboratory-clinical laboratory instruction are funded based upon one semester hour of credit for every 30 to 45 contact hours of instruction per semester and require 1 hour of outside study for each contact hour. Work-oriented experiences (i.e., internship, work study or experience, and co-op agreements) require 5 to 10 hours per week, per semester for each credit hour with no more than one semester hour of internship for every three credit hours of coursework.[56]

New course proposals or applications for changes in existing courses (Form 15) are made at any time and necessitate only ICCB staff action (See Appendix E, pp. 52-53, for a sample of Form 15.). However, new course proposals require that specific documentation and materials be attached to the application form (See Table I, p. 20.).[57] The only exception occurs with transfer courses which, when approved for one college, become available for all other community colleges with appropriately approved programs.[58] New baccalaureate courses, not previously approved by any other Illinois community college, must submit articulation requests (Form 10) to public, senior institutions. At least three of these Illinois four-year schools must acknowledge the proposed course as appropriate and stipulate

their willingness to accept it for transfer purposes (See Appendix D, p. 51, for a sample of Form 10.).[59]

Should any course or program proposal be rejected by the ICCB and/or the IBHE, the local community college may appeal that action. The approved course or program may be implemented by the college only after official ICCB notification.[60]

Defining the Curriculum Approval Process

All community colleges submit preliminary proposals for new curricula and majors (Form 19) to the Illinois Community College Board as part of the annual Resource Allocation and Management Plan (RAMP). If encouraged to develop the preliminary proposal further by the ICCB, the college completes a detailed new unit of instruction application (Form 20). A comprehensive review and evaluation of the application is conducted by the ICCB and IBHE staffs and any concerns are communicated to the college. The new unit of instruction is recommended by the ICCB for action by the Illinois Board of Higher Education only after all reservations have been eleviated. Final notification of the proposal status, including the earliest date for implementation if approved by the IBHE, is given to the community college by the ICCB.

Applications for a new curriculum (Form 20A) require both ICCB and IBHE action and follow the same procedures as outlined above in the approval process. Applications for changes in an existing curriculum (Form 20A), for changes

in existing majors and for new options in an existing curriculum (Form 21) or for changes in courses or new courses (Form 15) are made to and processed by the Illinois Community College Board staff. These modifications to existing curricula and new course proposals do not require action by the Illinois Board of Higher Education.

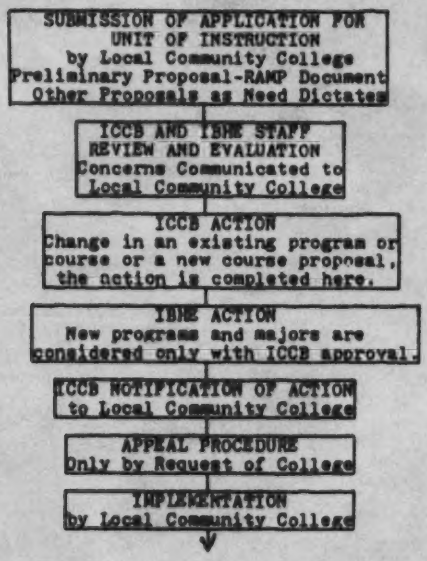
SUBMISSION OF APPLICATION FOR UNIT OF INSTRUCTION
by Local Community College
Preliminary Proposal-RAMP Document
Other Proposals as Need Dictates
ICCB AND IBHE STAFF REVIEW AND EVALUATION
Concerns Communicated to Local Community College
ICCB ACTION
Change in an existing program or course or a new course proposal, the action is completed here.
IBHE ACTION
New programs and majors are considered only with ICCB approval.
ICCB NOTIFICATION OF ACTION
to Local Community College
APPEAL PROCEDURE
Only by Request of College
IMPLEMENTATION
by Local Community College

Figure 4. State Curriculum Approval Process for Illinois Community Colleges

Source: Illinois Community College Board, Program Approval Procedure Manual (Springfield: Illinois Community College Board, 1981).

Proposals for new courses require that specific documentation and materials be attached to the application form. The only exception is with transfer courses which have been approved for one college. These courses then become available for all community colleges with appropriately approved programs. Colleges proposing a new baccalaureate course, not previously approved by another college, must

submit articulation requests (Form 10) to public, four-year institutions in Illinois. At least three of these senior institutions must respond acknowledging the appropriateness of the proposed course and a willingness to accept it for transfer purposes.

Should any course or program application be rejected by the ICCB and/or IBHE, the local community college may appeal the action. The approved course or program may be implemented by the college only after official ICCB notification.

Interpreting the Curriculum Approval Process

The Resource Allocation and Management Plan (RAMP) submitted annually by each Illinois community or junior college includes a portion for preliminary proposals for new units of instruction. This permits the Illinois Community College Board to preview new programs that colleges desire to develop and allows the ICCB to either encourage or discourage the initiation of the detailed application procedure. Such action is in the best interest of the community college submitting the proposal. If the ICCB discourages further action, it shortens an otherwise unnecessary, lengthy and expensive process of curricular development. The procedure requires long-range planning on the part of the community college to determine community needs and interests. These are anticipated in advance of community demands.

The Illinois Board of Higher Education leaves the

primary responsibility for curriculum approval to the ICCB. However, requests for new programs and significant revisions in existing programs require IBHE action, in addition to action by the Illinois Community College Board. This system of "checks and balances" is an important safeguard in the curriculum approval process. It allows time for a scrutinizingly thorough review and provides a diversity of perspectives for evaluation of the proposals.

The burden of responsibility for documentation and materials in all proposals for new units of instruction is placed upon the local community college. This is most appropriate based on the type of governance system for the Illinois community and junior colleges. Each community college is administered by a Board of Trustees. The Board has the power of regulation and control, while the ICCB serves a coordinating function of overseeing to maintain the consistency of curricula statewide. The assumption is that the community college is best capable of assessing the curricular needs and interests of the community it serves.

The modification of the baccalaureate course approval process, effective this year (fiscal year 1981), makes transfer courses approved for one college available for all colleges with appropriately approved programs. This renovation of procedure by the Illinois Community College Board greatly limited the need for repetition and contained useless expenditures in the course approval process. Once articulation is determined for a particular course by at least three Illinois senior institutions, it is foolish to

duplicate the effort for the same course. The occupational course approval procedures are now being reviewed by the ICCB with the intention of revision soon. Occupational courses may also be approved once for all colleges with appropriate, existing programs.[61]

Conclusion

The system of course and program approval in Illinois places most of the decision-making and discretionary powers with the chief administrator and Board of Trustees for each community or junior college. Each public, two-year institution develops a process of curriculum approval to meet the unique and individual needs of the community it serves. This emphasis on local curriculum regulation and development clearly palces the burden of responsibility for documenting needs upon the administrators and faculty of each institution. They must ascertain employer demands, student interest and available resources.

The Illinois Community College Board serves as a coordinating agency with the responsibility of overseeing any course and program changes or initiations. Much of the curriculum approval process is conducted by the ICCB staff; however, some actions require approval of the ICCB and the final acceptance of the Illinois Board of Higher Education. The IBHE is the control or regulatory agency for all higher education in Illinois (See Appendix C, p.50, for an explanation of the governance structure of higher education

in Illinois.).

The ICCB is concerned with quality in the community and junior colleges and, as a result, is increasing its involvement in the evaluation of programs. This is not a "policing" action. Rather, it is a means of assisting the local administrators in improving the quality of curricula available to students in Illinois community and junior colleges.[62]

ENDNOTES

[1]Kingsley Price, "History of the Philosophy of Education," in the Encyclopedia of Philosophy, ed. Paul Edwards (New York: MacMillan/Free Press, 1967), Vol. 6, p. 230.

[2]See Price, pp. 230-243; and, Stanley J. Benn, "Democracy," in the Encyclopedia of Philosophy, ed. Paul Edwards (New York: MacMillan/Free Press, 1967), Vol. 2, pp. 338-341. Remarkably interrelated and interdependent concepts may be noted in these two summaries of historical development and foundations of American education and democracy. For an overview of the current theory of democratic education see Ernest E. Bayles, Democratic Educational Theory (New York: Harper and Brothers, 1960), pp. 252-259.

[3]For a detailed explanation of the French Revolution origins of the definition of democracy see Charles C. Peters, The Curriculum of Democratic Education (New York: McGraw-Hill, 1942), pp. 122-124. The idea of democracy in education is also discussed in Bayles, pp. 147-165.

[4]James W. Thornton, Jr., The Community Junior College (New York: John Wiley and Sons, 1972), pp. 32-35.

[5]The concept of public participation, support and direction is part of the foundations of American democracy.

The reference to law concerns tax support of all public academic institutions and their governing boards, either appointed or elected representatives of the public. For example William Morsch, State Community College Systems: Their Role and Operation in Seven States (New York: Praeger, 1971), pp. 1-14; and, Thornton, pp. 89-99.

[6]Robert S. Zais, Curriculum: Principles and Foundations (New York: Thomas Y. Crowell, 1976), pp. 4-6.

[7]Prior to implementation of new curricula, institutions of higher education required that all proposals be scrutinized by faculty, students, administration, and the public as represented by governing boards and advisory councils. See Glenys G. Unruh, Responsive Curriculum Development: Theory and Action (Berkley, California: McCrutchan, 1975), pp. 97-119; and, Zais, pp. 470-493.

[8]The original two-year institution, the "junior" college, was created as an extension of the secondary school and operated by the local school district or as a private institution. Today the community college exists as the institution which offers the widest diversity of programs and, thus, provides its community constitutents with the most comprehensive form of higher education. See Arthur Clevenger, ed., "The Role of the Public Junior College in Illinois: Key Facts and Basic Considerations," University of Illinois Bulletin, 43 (1947), pp. 7-43; Matthew Meisterheim, "A History of the Public Junior College in Illinois," Diss. Northern Illinois University 1973, pp. 20-157; Frank E. Parcells, "Colleges offer Courses for

Media Consumers," Journalist, 3 (1981), pp. 13-14; Frank E. Parcells, "Mass Communication Consumer Education in Illinois Community Colleges," Journal of the Illinois Speech and Theatre Association, 1 (1981), pp. 23-26; Gerald W. Smith, Illinois Junior-Community College Development, 1946-1980 (Springfield: Illinois Community College Board, 1980), pp. 10-194; Morsch, pp. 1-15 and 67-82; and, Thornton, pp. 32-76. All references to community colleges, junior colleges, public, two-year institutions or two-year schools allude to Illinois community and junior colleges. These institutions are public, two-year, post-secondary schools.

[9]See Illinois Community College Board, Policy Manual (Springfield: Illinois Community College Board, 1978), pp. 17-20; James W. Reynolds, The Comprehensive Junior College Curriculum (Berkley, California: McCutchan, 1969), pp. 1-83; Smith, pp. 240-268; and, Thornton, pp. 159-284.

[10]See Louis W. Bender, The States, Committees, and Control of the Community College: Issues and Recommendations (Washington, D.C.: American Association of Community and Junior Colleges, 1975), pp. 1-60; Robert W. Day and Louis W. Bender, The State Role in Program Evaluation of Community Colleges: Emerging Concepts and Trends (Tallahassee: Florida State University State and Regional Higher Education Center, 1976), pp. 1-42; Richard W. Parrish, "Statewide Program Approval Mechanisms for Community Colleges: A National Survey and Case Study," Community Junior College Research Quarterly, 1 (1979), pp. 21-25; Paul M. Starnes and Fred L. Wellman, "Statewide Planning for Instructional Programs," New Directions for Community Colleges, 1 (1979), pp. 31-32;

and, Morsch, pp. 1-22.

[11]The function of the state board charged with overseeing the public, two-year institutions (i.e., community and junior colleges) may be characterized, with a great deal of accuracy, as either one of control or coordination. In the curricular mode, control refers to the state agency having final approval-disapproval, review, and standards authority over all public, community and junior colleges; the coordinating role is one of diminished authority in varying proportions and dimensions. The coordinating state board usually lacks any explicit regulatory power and instead serves merely to coordinate and facilitate the various courses and programs between the public, two-year institutions. State financial support to the local institutions, based on full time equivalent students in semester or quarter hours (FTE), is usually the greatest regulatory tool for state agencies with either the control or coordinating curricular function. It is not usually identified as a governance criteria. The same concept applied as an explnantion of control and coordinating functions of local boards of the community and junior colleges. For example Kenneth C. Green, "Program Review and the State Responsibility," Journal of Higher Education, 1 (1981), pp. 68-80; Bender, pp. 1-60; Day and Bender, pp. 1-42; Parrish, pp. 21-24; Morsch, pp. 1-8; Reynolds, pp. 3-5; and, Starnes and Wellman, pp. 31-32.

[12]Green, pp. 68-77.

[13]Starnes and Wellman, pp. 31-32. A variety of community college state governing agency situations exist

today, adding further complications to the issue of coordination or control of curriculum. For example, Florida and Pennsylvania have one agency responsible for all public education, elementary to college; Colorado has a single department regulating both secondary and technical-vocational education and community colleges; Georgia and Kentucky have placed the community colleges under the governance of the state university system; and, Texas and New Jersey have a single board of higher education responsible for all public universities and colleges.

[14]Parrish, pp. 22-36.

[15]See ICCB, Policy Manual, p. 5; Bender, pp. 1-60; Day and Bender, pp. 1-42; Morsch, pp. 1-149; Smith, pp. 70-96; and, Starnes and Wellman, pp. 31-39.

[16]Comprehensive materials for describing the state process of course and program approval are available. For example Illinois Community College Board, Program Approval Procedures Manual (Springfield: Illinois Community College Board, 1981), pp. 2-18; Illinois Community College Board, Ed. James M. Howard, Illinois Community College Bulletin, 6 (1981), pp. 1-4; ICCB, Policy Manual, pp. 17-20; Smith, pp. 240-268; and, Starnes and Wellman, pp. 31-39.

[17]See ICCB, Policy Manual, pp. 1-31 and, Program Approval Procedures Manual, pp. 2-18.

[18]A computer search of the Educational Resources Information Center system (ERIC) was conducted using the descriptors of two-year colleges, community colleges, governing boards, state boards of education, program

evaluation, course evaluation, curriculum evaluation, program proposals, curriculum development and program development. This search yielded 30 titles, from which 8 were judged to be at least tangentially relevant and were then abstracted. Examination of the annotations diminished the selection still further to 3 manuscripts. See Day and Bender, pp. 1-42; ICCB, Policy Manual, pp. 1-31; and, Starnes and Wellman, pp. 31-39. See also Current Index to Journals in Education (Phoenix: Onyx Press, 1969-1981); Thesaurus of ERIC Descriptors, 8th ed. (New York: MacMillan Information, 1980); and, U.S. Office of Education, Resources in Education (Phoenix: Onyx Press, 1975-1981).

[19]See Education Index (New York: H.W. Wilson, 1929-1981); and, Illinois Community College Board, Bibliography of Research Studies Filed at the ICCB (Springfield: Illinois Community College Board, 1977).

[20]A complete listing of all books utilized may be noted in the bibliography, pp. 43-46.

[21]For example Clevenger, pp. 7-42; Meisterheim, pp. 20-156; Morsch, pp. 67-82; and, Smith, pp. 1-311.

[22]Telephone interview with Keith R. Lape, Director of Program Division, Illinois Community College Board, Springfield, Illinois 62703, 2 October 1981. Lape noted and explained a new procedural change in curricular approval for the transfer programs which has not et been included in any policy publications of the ICCB. He also discussed a proposed program evaluation model that is being developed for consideration of adoption as Board policy in the immediate future.

[23]Interviews were conducted with the community college administrators charged with curriculum coordination. Personal interviews with Jack Hill, Dean of Institutional and Community Services, John A. Logan College, Carterville, Illinois 62918, 9 October 1981; and, William Whitnel, Academic Dean, Shawnee College, Ullin, Illinois 62992, 13 October 1981. See Appendix B, p. 49, for interview questions.

[24]See Richard L. Lanigan, "The Phenomenology of Human Communication," Philosophy Today, 23 (1979), pp. 3-15; and, Emily L. Stevick, "An Empirical Investigation of the Experience of Anger," in Duquense Studies in Phenomenological Psychology, Vol. I, eds. Amedeo Giorgi, William F. Fischer, and Rolf Von Eckartsberg (Atlantic Highlands, New Jersey: Duquense University Press/Humanities Press, 1971), pp. 132-148.

[25]The interpretation of the John A. Logan College curriculum approval process will be incorporated into the section on "Local Course and Program Approval in Illinois Community Colleges." See pp. 16-18.

[26]Hill interview. All material on curriculum approval at John A. Logan College is from the interview with Dr. Hill, unless otherwise noted. Ideas for new courses or programs in the past have originated with individuals in business and industry, vocational advisory councils, accreditation agencies, faculty, staff, administrators, and the general public.

[27]Hill interview. Jack Hill is the Dean of Institutional and Community Services at John A. Logan College. All further references to "Dean" are to the Dean of Institutional and

Community Services. The administrative review includes all administrators and faculty members with a direct concern for or expertise relating to the course or program being proposed. Minor changes in existing courses or programs may be initiated directly between the appropriate Dean and the Illinois Community College Board staff.

[28]Occupational programs are not only approved and reviewed by the ICCB, but are also reviewed by the Illinois Board of Education, Division of Adult Vocational-Technical Education and business and industry. Each occupational program in Illinois community colleges is required to have a vocational advisory council consisting of individuals from the occupation represented in the program and selected from the community. See ICCB, Policy Manual and Program Approval Procedure Manual; and, Thornton, p. 196.

[29]Hill interview. Dr. Hill defines "background information" as including: "the nature of the work for that particular occupation; typical places of employment; how training id done in other places; some of the personal qualities an individual would need for success in that occupation; identifying whether ther were any state requirements for registration, such as licensing for real estate or nursing; identifying other programs in the region; and, trying to identify staff requirements."

[30]Hill interview. A needs and interest survey examines the existing possibilities for work in the occupation and the employer's desire to hire occupationally-trained college graduates. National and state data are used to provide a broader perspective of the employment outlook. Hill

maintains that it is important to establish an estimated salary range for the occupation, since it may not be feasible to implement a program when no additional financial security is offered for collegiate-vocationally trained graduates.

[31]Hill interview. Resource concerns for new courses or programs include requirements such as: physical space, equipment and supplies, and staff requirements.

[32]All applications to the ICCB for course approval must include such items as course objectives and goals, type of instructional method, major units of instruction, and others. See ICCB, Program Approval Procedure Manual, pp. 9-10.

[33]ICCB, Program Approval Procedure Manual, pp. 3-5. Applications to the ICCB for course approval utilize Form 15, while requests for program approval require the use of ICCB Form 19, 20 or 20A. Specific requests for new majors or options within existing programs use Form 21.

[34]The interpretation of the Shawnee College curriculum approval process will be incorporated into the section on "Local Course and Program Approval in Illinois Community Colleges." See pp. 16-18.

[35]Whitnel interview. All of the material on curriculum approval at Shawnee College is from the personal interview with Mr. Whitnel, unless otherwise noted. "Appropriate dean" refers to the curriculum supervisors of different types of programs at Shawnee College, e.g., the Dean responsible for occupational-career education or the baccalaureate-transfer programs. Both deans are supervised

by the Academic Dean, Mr. Whitnel.

[35]Whitnel interview. The "appropriate division chiarman" refers to the faculty-administrator charged with the supervision of an academic division of the college in which the course or program proposal may be most properly placed, when approved.

[36]Whitnel interview. "Documented need" refers to student demand, request for training for new jobs by business or industry, or changing requirements of transfer students at area universities.

[37]Whitnel interview. This is the initial formulation of a course or program proposal and determines the feasibility of further curriculum development efforts.

[38]Whitnel interview. Examination of the employment outlook includes reviewing existing studies provided by national, state and regional sources to determine current employment needs for the occupation connected with the course or program proposal and estimate future needs. Scrutinizing resource requirements created by the curriculum proposal entails such areas as equipment, facilities and faculty. Establishing cost estimates encompasses all possible expenses for procurement of resources and the operation of the proposed program. Relevant background information involves: typical employment places; review of similar existing programs; specific qualifications for occupation; and, state requirements.

[39]For example ICCB, Illinois Community College Bulletin, p. 1; and, Lape interview. The process of baccalaureate

course approval was modified and simplified this year by the Illinois Community College Board.

[40]See ICCB, Policy Manual and Program Approval Procedure; and, Thornton, p. 196. Occupational programs are reviewed by the Illinois Board of Education, Division of Adult Vocational-Technical Education, business and industry, as well as the ICCB. Community representatives from the occupation represented constitute a vocational advisory committee and must be appointed for each occupational program.

[41]Whitnel interview. This course or program proposal must include background information; documentation of employment outlook with needs established locally, regionally, statewide and nationally; resource requirements; cost estimates; and, a course or program description. See ICCB, Program Approval Procedure Manual, pp. 9-10.

[42]Hill and Whitnel interviews. All of the material on curricula approval is from the interviews with Dr. Hill and Mr. Whitnel, unless otherwise noted.

[43]The chief curricular dean refers to the Dean of Institutional and Community Services, Jack Hill, at John A. Logan College and the Academic Dean, William Whitnel, at Shawnee College. This position is often characterized in community colleges as the chief academic officer, e.g., Dean of Instruction, Dean of Instructional Services or Vice President of Academic Affairs.

[44]For an explanation of "required materials," refer to "State Course and Program Approval for Illinois Community Colleges," pp. 18-27.

[45]Hill and Whitnel interviews. The concept of "need" refers to a specifically identified need for employees in certain occupations, the desire of employers in this occupation to hire graduates at an estimated salary making curriculum development reasonable and projected student interest in such a program. Shawnee College places the initial burden for documenting a need with the course developer, while John A. Logan College shares this burden within the regular administrative structure of curricular research.

[46]The chief curricular dean at John A. Logan College is Dr. Jack Hill, while this position is held by Mr. William Whitnel at Shawnee College. Both individuals have supporting deans for occupational and baccalaureate education programs, as well as chairman of different academic divisions of the colleges. All of these individual assist in the course and program development.

[47]ICCB, Program Approval Procedure Manual, back cover, lists 52 public, community and junior colleges in Illinois. Starnes and Wellman, p. 32, summarize the Illinois Community College Board curricular role as one of planning and coordination with responsibilities including: "(a) statewide planning; (b) coordination of programs, services and activities; (c) organizing and conducting feasibility studies for new community colleges; (d) determining efficient and adequate standards for instruction, teaching, curriculum and libraries; (e) approval of new units of instruction at a community college; and, (f) approval of courses for state funding requirements."

[48]ICCB, Policy Manual, p. 17, sections 6.01.01, 6.01.02, 6.01.03, and 6.01.04.

[49]Starnes and Wellman, p. 33.

[50]Starnes and Wellman, pp. 33-34, describe the application as including: "(1) program description, (2) justification, (3) three-year enrollment projections, (4) cooperative agreements with other institutions , (5) articulation with other schools and agencies, (6) financial estimates on the first three years of operation, (7) courses and their estimated costs per credit hour, and (8) special required data applying to occupational programs (manpower studies, local advisory committee recommendations, state licensing requirements, and other similar data)." The Illinois Board of Education, Division of Adult Vocational-Technical Education also reviews all occupational curricula and evaluates these programs with an on-site visitation. Bracketed notation is my own.

[51]Starnes and Wellman, p. 34.

[52]ICCB, Program Approval Procedure Manual, pp. 3-5.

[53]ICCB, Program Approval Procedure Manual, p. 4.

[54]See ICCB, Program Approval Procedure Manual, pp. 6-7; and, Starnes and Wellman, p. 35.

[55]ICCB, Program Approval Procedure Manual, pp. 10-13.

[56]ICCB, Program Approval Procedure Manual, pp. 12-13.

[57]ICCB, Program Approval Procedure Manual, pp. 9-10.

All applications to the ICCB for course approval must include a rationale for adding a course to a unit of instruction and a course syllabus and outline indicating: "(1) course objectives and expected competencies to be gained by

students; (2) clientele to be served; (3) catalog description; (4) type of instruction to be used (i.e., lecture or discussion); (5) contact hours in a) lecture, b) laboratory, c) clinical or d) work experience; (6) length of course, expressed in days; (7) major units of instruction or the major concepts of the course; and, (8) the method of evaluation of student performance." See also Hill interview. The program proposal narrative included, in addition to those areas already described, a detailed cost breakdown based on estimates of instructor salaries, semester hours to be generated, grant and fee revenue, projected tuition and equipment expenditures.

[58]See ICCB, Illinois Community College Bulletin, p. 1; and, Lape interview.

[59]ICCB, Program Approval Procedure Manual, p. 10.

[60]ICCB, Policy Manual, p. 17.

[61]See ICCB, Illinois Community College Bulletin, p. 1; and, Lape interview.

[62]Starnes and Wellman, p. 36, summarize the methods of ICCB involvement of curriculum quality as: "(1) the state recognition process; (2) the self-study and consultation with the North Central Association of College and Schools (the regional accrediting agency for Illinois community and junior colleges); (3) evaluation visits by the Illinois Office of Education-Division of Adult, Vocational-Technical Education; (4) the student follow-up studies on university-transfer students and occupational program graduates; (5) results of state licensing examinations (real estate and nursing); and, (6) special studies and visits."

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APPENDIX A

LETTER TO THE ICCB AND THE REPLY

47

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS 61920

DEPARTMENT OF SPEECH COMMUNICATION

September 13, 1981

Program/Course Approval Section
Illinois Community College Board
3085 Stevenson Drive
Springfield, IL 62703

Dear Coordinator:

I am in the process of completing my doctorate in speech communication education at Southern Illinois University, while on leave of absence from Eastern Illinois University. During the next three months, I am preparing a research report concerning the initiation and implementation of curricula (courses and degree programs) in the Illinois community and junior colleges. As such, I am interested in the process of approval at both the state and local level. Would you please assist me in my search for materials?

Specifically, I am in need of copies of forms used for ICCB approval of proposed courses, changes in existing courses, proposed degree programs, and changes in existing degree programs. Further, my interest extends to any publications or references describing the ICCB process of curricula approval from initiation to implementation in all types of community college programs (i.e., transfer, occupational, general education, etc.).

As I am presently in the doctoral program at SIU, please address all correspondence to me at the Department of Speech Communication, Southern Illinois University, Carbondale, IL 62901. I might add that since the beginning of my leave of absence I no longer have been receiving the ICCB Bulletin. Could it be forwarded?

Thank you for all consideration you give my correspondence.

Sincerely,

Frank E. Parcells,
Assistant Professor
Department of Speech Communication-EIU

cc: File

Illinois Community College Board

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Executive Director
David R. Pierce

September 30, 1981

Mr. Frank E. Parcells
Deaprtment of Speech Communication
Southern Illinois University
Carbondale, Illinois 62901

Dear Mr. Parcells:

In response to your letter, I would be most pleased to assist you in your work towards the completion of your doctorate at SIU-C. I am enclosing for your review a copy of the Program Approval Procedures Manual which includes guidelines, some procedures and forms which are utilized to initiate and implement curriculum. Possibly after you have had a chance to review the material we may need to discuss some of the material and I would be available to do so either by telephone or extend to you an invitation to meet here in our office. I am also enclosing the most recent copy of the Illinois Community College Board Bulletin and a more recent publication called "Access to the '80s".

Please feel free to contact me at the office address or by telephone (217/786-6002).

Sincerely,

Keith R. Lape

Keith R. Lape
Director, Program Division

jal
enclosures

3085 Stevenson Drive, Springfield, Illinois 62703 (217) 786-6000

APPENDIX B

INTERVIEW QUESTIONS

Interview Questions on Course/Program Approval

1. What is the process through which courses and programs are approved at your college? Describe how courses and programs are approved at your college.

2. What are the functions of the individuals and groups involved in program and course approval?

3. What materials are included when a new program is submitted for approval? Who has the responsibility for preparing these materials?

4. What materials are included when a new course is submitted for approval? Who has the responsibility for preparing these materials?

5. What materials are included when a change in an existing program is submitted for approval? Who has the responsibility for preparing these materials?

6. What materials are included when a change in an existing course is submitted for approval? Who has the responsibility for preparing these materials?

7. If a course is approved at your college, how is it then submitted to the Illinois Community College Board for consideration and approval? A new program?

8. If the Illinois Community College Board approves the course, how is it then implemented and offered at your college? A new program?

APPENDIX C
ILLINOIS HIGHER EDUCATION GOVERNANCE SYSTEM

COORDINATING	CONTROLLING
	ILLINOIS BOARD OF HIGHER EDUCATION
Illinois Community College Board	
	Board of Trustees
	University of Illinois-Urbana
	University of Illinois-Chicago
	University of Illinois Medical School-Chicago
	Board of Trustees
	Southern Illinois University, Carbondale
	Southern Illinois University, Edwardsville
	Southern Illinois University School of Medicine, Springfield
	Board of Regents
	Illinois State University, Normal
	Northern Illinois University, DeKalb
	Sangamon State University, Springfield
	Board of Governors
	Chicago State University, Chicago
	Eastern Illinois University, Charleston
	Northeastern Illinois State University, Chicago
	Western Illinois University, Macomb
	Governor's State University, Park Forest

Districts (Controlling)

522 Belleville Area College

503 Black Hawk College
- -Quad Cities
- -East Campus

537 Richland Community College

508 City Colleges of Chicago
- -City-Wide
- -Urban Skills Inst.
- -Richard J. Daley
- -Loop
- -Malcolm X
- -Olive Harvey
- -Harry S. Truman
- -Wilbur Wright
- -Kennedy-King

507 Danville Junior College

502 College of DuPage
- -DuPage Main
- -Dupage Open

509 Elgin Community College

512 William Rainey Harper College

519 Highland Community College

514 Illinois Central College

513 Illinois Valley Community College

525 Joliet Junior College

530 John A. Logan College

520 Kankakee Community College

501 Kaskaskia College

523 Kishwaukee College

532 College of Lake County

517 Lake Land College

536 Lewis and Clark Community College

526 Lincoln Land Community College

528 McHenry County College

524 Moraine Valley Community College

527 Morton College

535 Oakton Community College

529 Illinois Eastern Community Colleges
- -Wabash Valley
- -Olney Central
- -Frontier
- -Lincoln Trail

505 Parkland College

515 Prairie State College

521 Rend Lake College

511 Rock Valley College

518 Carl Sandburg College

506 Sauk Valley College

531 Shawnee College

533 Southeastern Illinois College

534 Spoon River College

601 State Community College of East St. Louis

510 Thornton Community College

504 Triton College

516 Waubonsee Community College

539 Jon Wood Community College

39 Districts; 52 Community Colleges

APPENDIX D
ICCB ARTICULATION REQUEST (FORM 10)

CHIEFTAIN-EBMD
50% COTTON FIBER

ARTICULATION REQUEST FORM

between

_____ _____

and

_____ _____

TO: _____ Date _____

_____

_____

_____

This is a request for evidence of articulation of a course being considered by the curriculum committee of this college. Attached you will find a catalog course description and a course outline. I would appreciate your evaluation of this course in light of the offerings at your institution.

Course Prefix	Course Number	Course Title	Dept.	Hours Credit (Qtr. or Sem.)	In What Major (s)
_____	_____	_____	_____	_____	(1)_____
					(2)_____
					(3)_____

1. Do you consider this course transferable to your institution? Yes_____ No_____
   a. If yes, into what area of General Education? _____
   b. If yes, in lieu of which course at your institution? _____
2. Do you consider this course transferable in the above listed majors? Department
   (1) Yes_____ (1) No_____ _____
   (2) Yes_____ (2) No_____ _____
   (3) Yes_____ (2) No_____ _____
3. Do you consider this course transferable as a University-wide elective to be used to fulfill the hour requirement for graduation? Yes_____ No_____
4. Do you consider this course lower division? Yes_____ No_____
5. Other comments:

Return to: _____

_____

_____

_____

_____
Signature

_____
Title

_____
Date

_____
Institution

APPENDIX E
ICCB COURSE APPROVAL APPLICATION (FORM 15)

CHIEFTAIN BOND
50% COTTON FIBER

APPLICATION FOR APPROVAL OF COURSE

Illinois Community College Board
ICCB 15
Revised September, 1977

This Application Request is For:
_____ Adding a New Course
_____ A Change in Existing Course, Other than Prefix and Number
_____ A Change in Course Prefix and Number (See Instruction C)
_____ Withdrawal of a Course

College Name _____ Campus Name _____

* Note - The Number of Allowable Characters (including spaces) are Annotated in Parenthesis.

District No. _____(3) 3-5 Campus No. _____(2) 6-7 Update Code _____(1) (A-Add, C-Change) 80

Course Prefix _____(5) 8-12 Course NO. _____(4) 13-16

Course Title, _____(36) 19-54 Course _____(2) PCS Code 55-56 Course _____(4) HEGIS Code 57-60

All of the Information in the Above Box Must be Completed or Form 15 cannot be Processed

Primary Curriculum Area:
Curric Prefix _____(5) 69-73 Curric No. _____(4) 74-77 Curric PCS _____(2) Curric HEGIS _____(4)

52

* Note -- This Area for Changes Only

Sequence Key _____(2) 17-18 Course Ending Yr. _____ Mo. _____ Day _____(6) 48-53

The Original Course Should be Retained Until this Date (See A3), B4 and B5 on Back of Form)

Credit Type _____(1) 21 (D-Deg/Cert) (C-Cert. Only) Repeatable? _____ Y or N No. Times Repeatable _____(1) 22 Variable Credit? _____(1) 24 (V-Var., N-Non Var.)

Credit Hours _____(4) 25-28 Lecture Weekly Contact Hours _____(4) 29-32 Lab Weekly Contact Hours _____(4) 33-36 Course Duration (Express in Days) _____(4) 37-40

Course Initial Effective Date Yr. _____ Mo. _____ Day _____(6) 42-47

I hereby certify that the new course or course change listed above is an extension of a previously approved unit(s) of instructio and meets the instructional criteria as contained in the following policies approved by the Illinois Community College Board: Policy Numbers 33.11, 33.12, 33.13, 33.24, 33.34, 33.38, 33.39, 33.40 - 33.44, 33.71, 33.30, 33.40 - 33.44, 33.60, 33.71, and 33.72.

62

*Do Not Write in This Area-For Office Use
Approval Status _____(1) 60
A-Approved, D-Disapproved, W-Withdrawn
N-Approved Not Eligible for Apportionment

Approval Date _____(6) 61-66

Change Approval Date _____(6) 67-72

Record Updated By _____(3) 73-75

CONTACT _____
College Official Responsible

DATE _____ 63

SIGNED _____
Chief Administrative Officer of District

ICCB Staff Signature _____

Illinois Community College Board

STEPS IN COURSE APPROVAL PROCESS

1. Campuses shall submit request for the approval of all new courses or changes to old courses to the ICCB Program Staff on Course Approval Request Forms (Form 15) along with other required materials such as course outlines and etc.

2. The ICCB Program Staff acts upon the request and submits it to the ICCB MIS Division for processing on ICCB Course Master File showing proper status (approval, disapproval, withdrawn, or approved but not eligible for apportionment.)

3. An update report (computer print-out) is sent to the campus MIS liaison person each week showing all transactions which have occured in the master file for each college during the previous week.

4. A copy of Form 15 together with other required forms, if any, is sent back to the college showing the ICCB Program staff action.

5. A complete listing of courses on the ICCB computer file will be sent to the MIS liasion person at each college during January and July of each year. Listings will also be available on request.

INSTRUCTIONS FOR FORM 15

A. Requests for the Approval of New Courses:

All items of the Course Approval Request Form (Form 15) need to be completed when requesting the approval of a new course except the sequence key and the course ending effective date which are used for changes in existing courses (found in the second box on the form). Please pay particular attention to the following items:

1. Complete all the items in the top box of Form 15. All new approval requests should be marked A-Add.

2. Credit hour and contact hour items have two decimal places. Request for a 4 credit hour course should be entered as 04.00.

3. Course Initial Effective Date must be on or prior to the beginning of the first day of the term for which apportionment is desired.

4. Course duration is equal to the total number of instructional days (including exam days) in an average full academic term based on 5 days per week, regardless of the actual days of instruction per week, minus the number of official holidays.

   Example: In a 17-week semester with 5 holidays
   Course duration = 17 weeks x 5 instructional days per week - 5 holidays
   Course duration = 80 days

5. The curriculum information on the Form 15 pertains to the one primary curriculum under which the course can be approved.

B. Request for Changes in Existing Courses (includes withdrawals):

To change any item on a presently approved course (except a change in course prefix or course number) follow the procedures below:

1. Complete all items in the top box of the Form 15. Note all changes should be marked C-Change. Withdrawal is considered a change in the Ending Effective Date.

2. Complete all the items in the second box. Since each change of a course generates a new sequence of the course on the computer file, check the course print-out and enter the sequence of the course. The Course Ending Effective Date (withdrawal date) must be after the last date of the course for which the previous sequence of the course will be eligible for apportionment.

3. Complete the item that you desire to change and circle this item in red.

4. Complete the Course Initial Effective Date. This date is the effective date of the change requested. For a course to qualify for apportionment for a given term, its effective beginning date must be on or prior to the beginning date of the course.

5. A change in an existing course in effect terminates the course as it existed on the ending effective date specified, and initiates the course requested. Therefore, the sequence is automatically incremented by one. The last sequence number indicates the number of changes made to an existing course over a period of time.

C. Changes in Course Prefix and Course Number:

Since the course prefix and course number determine the unique course identifier, any changes in course prefix or course number must be made by submitting two Form 15's. The first Form 15 will be used for ending out the course with the old prefix and number. This Form 15 should contain a Code C in Column 30 with the appropriate ending effective date. The second Form 15 must contain the new course prefix and number with all of the information completed on the Form 15 just like the new course including an A in Column 30.

APPENDIX F
ICCB PRELIMINARY PROPOSAL FOR A
UNIT OF INSTRUCTION
(FORM 19)

Illinois Community College Board

PROPOSED NEW UNITS OF INSTRUCTION
(ICCB 19)

College/Campus: _____ School Year: _____

Individual to be Contacted: _____ Date Submitted: _____

1. Proposed Title of New Unit of Instruction: _____

   HEGIS Code: _____ Program Classification: District ____ Area ____ Regional ____ Statewide ____

2. Degree: _____ Credit Hours: _____ Certificate: _____ Credit Hours: _____

3. Expected Date of Implementation: _____

4. Number of Projected Students to Enroll in this Program:

   1st Year: Part-time _____ Full-time _____

   3rd Year: Part-time _____ Full-time _____

5. Manpower Need - Number of Openings Available for First Year Graduates of this Program: _____

   Information Source: _____

6. Please indicate if this relates to previously approved units of instruction at the college. Is it an option, spin off, part of the core, or other? _____

7. Will new facilities be necessary? _____ Yes _____ No Estimated Cost: _____

8. Will new FTE faculty be hired? _____ Yes _____ No Estimated # FTE Faculty: _____

9. Total Estimated Cost per Credit Hour per Student for New Courses: _____

10. Was this curriculum previously listed in the college's RAMP/CC submission: ____ Yes ____ No Year ____

NOTE: If you wish to supply additional information regarding the program, please attach a summary paragraph (no longer than one page) to this form.

67 PLEASE COMPLETE THE INFORMATION ON THE BACK OF THIS SHEET. 68

Program Description: Please briefly describe the purpose of the proposed program.

_____

_____

_____

_____

_____

Based upon the information contained in this Assessment of Need to Establish a New Occupational Program, the College Board of Trustees has authorized the college staff to proceed with planning for the program from the college district point of view and has authorized the submission of this Assessment of Need for the purpose of determining whether the proposed program appears desirable from a State staff point of view. A favorable State staff recommendation is hereby requested.

Date _____ Signed _____
Chief Administrative Officer of College District

55

* * * * * * * * * * * * * * *

Based upon the information contained in this Assessment of Need, the College is

_____ to develop this proposed program and submit an Application
(encouraged or discouraged)

for Approval of a New Instructional Program (ICCB Form 20). The ICCB Form 20 must be submitted

not later than _____.

Date _____ Signed _____
Executive Director, Illinois Community College Board

APPENDIX G
ICCB PROPOSAL FOR NEW UNIT OF INSTRUCTION
(FORM 20)

Illinois Community College Board

APPLICATION FOR APPROVAL OF A NEW UNIT OF INSTRUCTION
(FORM 20)

College (Campus) _____ District Number _____

Program Title _____ Submission Date _____

Proposed Date of Implementation _____ HEGIS Code _____

Program Administrator _____ Minimum # of Credit Hours Required _____

A. PROGRAM DESCRIPTION.

1. Check as many as appropriate. Indicate type of degree (AA, AAS, etc.).

_____	Degree	_____	Baccalaureate
	_____ (Type)	_____	General Studies
_____	Certificate	_____	Occupational

2. Write, as it would appear in the college catalog, a brief program description giving particular attention to the specific student competencies to be developed. State major objectives of the program in clear, explicit terms that prospective students can use as an accurate description of the program.

College (Campus) _____ Program Title _____

3. JUSTIFICATION OF PROGRAM.

3. Student Interest. Based on your local survey of student interests, enter estimated enrollments for the initial term for the first three years of the program in the table below.

Enrollments	First Year	Second Year	Third Year
Full-time	_____	_____	_____
Part-time	_____	_____	_____
Full-time Equivalents	_____	_____	_____

Source of Information:

4. a. Check the category in which this program will be designated.

_____ District _____ Area _____ Regional _____ Statewide

b. Which of the following cooperative arrangements may be utilized to meet the needs of out-of-district students? (Definitions for each are listed in ICCB May Agenda Item #7B.)

_____ Interdistrict Agreement _____ Chargeback Agreement

_____ Proprietary Agreement _____ Out-of-District Extension

_____ Consortium Agreement _____ Access Agreement

_____ Interstate Agreement _____ Dual/Shared Agreement

College (Campus) | Program Title

C. ARTICULATION.

5. List contacts made with (a) local secondary school systems, (b) post-secondary educational institutions, (c) licensing agencies, and (d) other professional groups as appropriate to the new program for purposes of program articulation. Give details where firm commitments or contracts have been made. In addition, describe how this program fits into the mission and scope of the college.

6. List similar programs within the district including proprietary schools, area vocational centers, other post-secondary institutions, etc.

Institution or School	Program Title	Current Enrollment	# Graduates Annually

7. Describe efforts made to work out cooperative program arrangements or contracts with any institution listed above. Please describe any arrangements made as well as reasons for lack of cooperative arrangements.

College (Campus) _____ Program Title _____

8. Does the proposed program have a termination date?

_____ Yes _____ No If Yes, please indicate date: _____

D. FINANCIAL INFORMATION.

9. Estimated additional costs for the NEW courses and NEW direct supervision.

	First Year	Second Year	Third Year
a. (1) Number of NEW FTE faculty needed each year to implement this program (both part-time and full-time).	PT _____ FT _____	PT _____ FT _____	PT _____ FT _____
(2) Anticipated salary.	$_____	$_____	$_____
b. Amount needed for NEW instructional equipment each year.	$_____	$_____	$_____
c. Will present facilities be adequate each year?	Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
d. (1) If present facilities are not adequate, what amount is needed for construction, renovation, and/or rental of physical facilities? (Attach an explanation)	$_____	$_____	$_____
(2) Designate square footage.	_____	_____	_____
(3) Have the facility requests been included in the college RAMP/CC report?	Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
e. Total estimated costs of NEW courses and NEW direct supervision.	$_____	$_____	$_____

10. a. What is the projected total instructional cost per credit hour per student completing this proposed program based on the Unit Cost Study, chargeback calculations, or other information? (If a two-year program, include the cost for two years. Include both operating costs and appropriate calculations for new facilities and equipment.)

_____

College (Campus) _____ Program Title _____

b. Please break this instructional cost into the following program costs (by HEGIS disciplines):

HEGIS Category	Number of Credit Hours	Credit Hour Cost	Total Cost
Major Discipline:			
_____	_____	$ _____	$ _____
Related Instruction:			
_____	_____	$ _____	$ _____
_____	_____	$ _____	$ _____
_____	_____	$ _____	$ _____
_____	_____	$ _____	$ _____
Electives	_____	$ _____	$ _____
General Education:			
_____	_____	$ _____	$ _____
_____	_____	$ _____	$ _____
_____	_____	$ _____	$ _____
_____	_____	$ _____	$ _____
Electives	_____	$ _____	$ _____
Total Cost	_____	$ _____	$ _____

E. What is the name and title of the person(s) who should be contacted regarding this proposed program?

Name _____ Title _____

College (Campus) _____ Program Title _____

F. This proposed program was approved by the College Board of Trustees on _____. State approval of this program is hereby requested.

Date _____ Signed _____
Chief Administrative Officer of College District

* * * * * * *

G. Approval of this program has been _____ by the Illinois Community College Board.
(granted or denied)

Date _____ Signed _____
Executive Director, ICCB

* * * * * * *

H. Approval of this program has been _____ by the Illinois Board of Higher Education. Date _____.
(granted or denied)

I. The granting of approval of this Application by the Illinois Community College Board and the Illinois Board of Higher Education requires the college to submit a Form 20A and Form 15's for all NEW courses.

NOTE: If the program is denied the College is to be advised why the program was denied in terms of (1) unnecessary duplication of existing program, (2) failure to establish need, (3) inadequate resources, (4) unsatisfactory curriculum, or (5) any other pertinent reason.

Comments: _____

_____

_____

_____

_____

The remaining portion of this document is to be completed for OCCUPATIONAL programs ONLY.

If additional space is needed to reply to any item, please attach additional pages as necessary.

_____

College (Campus) _____ Program Title _____

Illinois Community College Board

OCCUPATIONAL PROGRAM PROPOSAL SUPPLEMENT

1. List the job titles and/or organizational affiliation of the members who served on the program advisory committee for this program. (Attached are the minutes of the _____ meeting.)

	Name	Affiliation
a.		
b.		
c.		
d.		
e.		
f.		
g.		
h.		
i.		

2. Manpower Needs. Based on information available to the Illinois Community College Board for community colleges from various federal and state agencies, give estimates of national and state manpower needs appropriate to the proposed program. (Number of new and replacement job openings per year.) Also list source of information.

Projected Employment Opportunities	First Year	Second Year	Third Year
State			
Regional			
Local			

Source of Information:

College (Campus) _____ Program Title _____

3. Give examples of job titles used locally to designate the jobs for which above projections (Question 2) were made and enter projected salaries for typical program graduate.

4. List the beginning salary for a graduate in this program:

   a. Projected beginning salary: _____

   b. Average after two years' employment: _____

5. Are there any unique requirements (in addition to general college admission requirements) that the student must meet for admission to this program?

   _____ Yes _____ No

   If Yes, please list requirements.

6. Are program graduates required to meet examination or license requirements prior to employment?

   _____ Yes _____ No

   If Yes, please give details.

7. Can part of this program be completed by the student through advanced placement, credit by examination, or prior experience?

   _____ Yes _____ No

   If Yes, please give details.

College (Campus) _____ Program Title _____

8. Can this program be pursued by part-time (day and evening) students?

_____ Yes _____ No

If No, please explain.

9. Give evidence that the new program relates to the college's annual and long-range plans (RAMP/CC, AVTE, One and Five Year Plans, etc.) developed for AVTE and ICCB.

10. What evaluation or review guidelines and/or procedures will be used once the program is implemented? Identify the criteria for success or failure of the program.

11. Will the proposed program require an expansion of any support services on the campus?

CHEETAH PONY
50% COTTON FIBER

College (Campus) _____ Program Title _____

12. a. Is a work experience, clinical practice, or field project a required part of this program?

_____ Yes _____ No

If Yes, please give details; or if experience is organized as a course, refer to course description.

b. List the anticipated location of the student station and the number of students to be placed in each.

Please submit the curriculum for the program on the form below. Indicate all new courses in the program by placing an asterisk in front of the course title.

Course Prefix	Course Number	AVTE Coding	HEGIS Code	Course Name	Lec.	Lab.	Cr.

NOTE: In addition to this information, Allied Health and the Nursing programs must respond to all questions in the IBHE "Guidelines for Proposed Allied Health Professional Education in Community Colleges" and "Guidelines for Proposed LPN and ADN Programs in Community Colleges" not specifically addressed in this proposal.

APPENDIX H
ICCB CURRICULUM APPROVAL APPLICATION (FORM 20A)

CHIEFTAIN BOND
50% COTTON FIBER

Illinois Community College Board
Form 20A
Revised July, 1976

APPLICATION FOR THE APPROVAL OF A CURRICULUM

_____ Adding a new cucciculum
_____ A change in existing curriculum other than prefix & number
_____ A change in curriculum prefix and number (see Instruction C)
_____ Withdrawal of an existing curriculum

NAME OF COLLEGE _____ NAME OF CAMPUS _____

DISTRICT NO. _____ (3-5) CAMPUS NO. _____ (6-7) CURRICULUM DIVISION PREFIX _____ (8-12) CURRICULUM NO. _____ (13-16) A-Add, C-CHANGE _____ (80)

CURRICULUM TITLE _____ (19-54) CURRICULUM PCS CODE _____ (55-56) CURRICULUM HEGIS CODE _____ (57-60)

****

Degree or Certificate Type _____ (21-22)

01 Associate of Arts (AA)
02 Associate in Science (AS)
03 Assosiate in Applied Science (AAS)
04 Associate in Liberal Studies (ALS)
05 Associate in Arts and Science (AAS)
06 Associate in General Education (AGE)
07 Associate in General Studies (AGS)
08 Do Not Use
09 Other Associate Degrees
10 Certificate of General Studies (30 Semester Hours or 45 Quarter Hours or more)
11 Developmental and Preparatory Studies or Basic Skills
12 Personal Development
13 Intellectual and Cultural Studies
14 Improving Family Circumstances
15 Homemaking
16 Health Safety and Environment
17 Community and Civic Development
18 Development and/or Review of Vocational Skills
19 Do Not Use
20 Certificate of Occupational/Career Studies (30 Semester Hours or 45 Quarter Hours or more)
30 Certificate of Occupational/Career Studies (Less than 30 Semester Hours or 45 Quarter Hours)
40 Certificate in General Studies of Less than 30 Semester Hours or 45 Quarter Hours

Office of Education Curriculum Code(DVTE) _____ (Occupational Curricula Only) 63-68

Type of Cooperative Program _____ (19-20)

Cooperative Program With _____

Items in box apply to existing curriculum

Sequence key _____

Curriculum Ending yr mo da
Effective Date _____ (48-53)

This original curriculum should be retained until the above date.

99

c1 Intra-district agreement with other community colleges of a given district For example Loop with Wright
c2 Inter-district agreement. For example Elgin with McHenry
c3 Senior public institution agreement
c4 Private institution agreement
c5 Proprietary institution agreement
c6 Interstate agreement
c7 Local, state or federal agency agreement

Minimum Credit Hours to Complete _____ (37-40) (4 digits, 1 decimal)

Curriculum Initial Effective Date yr mo da _____ (42-47)

DATE _____ CONTACT _____ Signed _____

83

College Official Responsible

Chief Administrative Officer of District

********** DO NOT WRITE BELOW THIS LINE **********

84

Approval Request Date yr mo da _____ (54-59) _____ (60) Approval Status: P-Pending D-Disapproval A-Approval W-Withdrawn

Approval Date: _____ (61-66) Change Approved Date: yr mo da _____ (67-72) Record Updated BY: _____ (73-76) ICCB Staff Member Processing Application _____

ILLINOIS COMMUNITY COLLEGE BOARD

STEPS IN CURRICULUM APPROVAL PROCESS

1. Campuses shall submit to the ICCB Program Staff Curriculum Approval Forms (Form 20A).

2. The ICCB Program Staff acts upon the request and submits on ICCB computer master file showing proper status (pending, approved, disapproval, or withdrawn).

3. An update report (computer print-out) is sent to the campus MIS liaison person each week showing all transactions which have occurred to the master file for his college during the previous week.

4. The update from "pending" status to "approval" status or some other appropriate status is entered by the ICCB Program Staff for a given course at the time the action is taken. This will appear on the next update printout.

5. Copy of Form 20A together with other required forms, if any, is sent back to the campus showing the ICCB Program Staff action.

6. A complete listing of curricula on the ICCB computer file will be sent to the MIS liaison person in the respective colleges during January and July of each year. Listings will also be available upon request.

7. All additions and changes in curricula must be submitted on the Form 20A.

INSTRUCTIONS FOR FORM 20A

A. Requests for Approval of New Curricula
All items of Form 20A need to be completed when requesting the approval of a new curriculum except the sequence key and the curriculum ending effective date (withdrawal date). Request for new curricula are to be coded with A-Add. The minimum credit hour field has one decimal place. For example, if the minimum credit hour is 62, it should be entered as 062.0.

B. Requests for Changes in Existing Curricula (includes withdrawals)
To change any items on a presently existing curriculum (except a change in curriculum prefix or curriculum number), follow the procedure below:

1. Complete all items at the top of the form which are enclosed in the horizontal box.
2. Indicate the sequence key of the printout of the curriculum which is being changed. (Items in square box.)
3. Indicate the Curriculum Ending Effective Date of the curriculum being changed. This is the last day the current curriculum will have approval status.
4. Complete all the items that you desire to change and circle this in red.
5. Indicate the Curriculum Initial Effective Date. This is the effective date of the change requested. (Must be prior to start of first term offered.)

C. For Changes in Curriculum Prefix or Curriculum Number:
Since the curriculum prefix and curriculum number determine the unique curriculum identifier, and changes in curriculum prefix or curriculum number must be made by submitting two Form 20A's. The first Form 20A will be used for ending out the curriculum with the old prefix and number. This Form 20A should contain a Code C in column 80 with the appropriate ending effective date. The second Form 20A must contain the new curriculum prefix and number with all of the information completed on the Form 20A similar to the procedure for adding a curriculum, including an A in Column 80.

D. Cooperative Programs:
For all cooperative programs, list the type of cooperative (01 through 07) programs and the name of the cooperating institution or agency.

APPENDIX I
ICCB MAJOR-MINOR-OPTION APPLICATION (FORM 21)

State of Illinois

ILLINOIS COMMUNITY COLLEGE BOARD
3085 Stevenson Drive
Springfield, Illinois 62703

REQUEST FOR APPROVAL OF A MAJOR (MINOR) OR OPTION OF A PREVIOUSLY APPROVED CURRICULUM

College District Name & No. _____

Campus _____

City _____

_____ THIS COPY TO

____

_____
Title of Requested Major or Option

_____
Certificate or Degree - No. of Credit Hrs.

_____
Previously Approved Field
(i.e. Business 5000, Data Processing 5100, etc.)

_____
Previously Approved Curriculum
(i.e. Secretarial Science 5005, etc.)

PLEASE RESPOND TO THE FOLLOWING STATEMENTS BY ANSWERING YES OR NO. IF ANOTHER RESPONSE IS APPROPRIATE, MAKE NOTATION IN THE SPACE PROVIDED FOR COMMENTS.

1. Is a copy of the information for the proposed option or major attached? _____
2. Does the proposed option or major require:
   a. The employment of three or more FTE faculty members? _____
   b. Equipment purchases of more than $10,000? _____
   c. The addition of new laboratory facilities? _____
   d. Statewide or regional planning considerations? _____
3. Does the option or major require approval (review) by other agencies, professional groups or regulatory groups? _____
4. Are any new courses required? _____
5. If yes to no.4, is an ICCB 15 attached which lists these courses? _____
6. Considering that this unit will receive approval is a complete 20A attached? _____

_____ _____
Individual to be Contacted Certified by President or Chancellor

COMMENTS: _____

_____

_____

_____

_____ _____ _____
ICCB ACTION DATE ICCB REPRESENTATIVE

ICCB 21 Reviewed by 87 _____